Unit title	My Country as a Tourist Destination
Guided learning hours	90
Number of lessons	30
Duration of lessons	3 hours

Links to other units

- Unit 1: The Travel and Tourism Industry
- Unit 2: Worldwide Travel and Tourism Destination
- Unit 4: Customer Service in Travel and Tourism
- Unit 7: Sustainable Tourism
- Unit 9: Visitor Attractions
- Unit 17: The Accommodation Sector in the Travel and Tourism Industry
- Unit 18: Researching Current Travel Trends and Key Issues in Travel and Tourism

Key to lesson types			
AW	Assignment writing	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**WE**	Work experience

Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Explore the types of tourist destination and the motivations for travel to these				
1	**A1:** Types of destination	IS	● **Lead-in:** Introduce learners to the unit and the format of internal assessment. Explain the relevance of the unit to possible future careers across the travel and tourism industry, for example, as a travel agent, tour guide, travel marketing executive, tourist information officer. Identify links between this unit and other units of study. ● **Paired activity:** Pairs of learners identify as many	● Unit specification ● Blank outline maps ● Coloured pens ● Atlases and maps

			different 'types' of destination as possible which would appeal to tourists, for example, cities, coastal towns, national parks. Once they have identified general destination types, they then provide a named example of each type from their own country. Share examples from each pair to extend and develop the lists more fully. ● **Individual activity:** Give learners blank outline maps of their home country (size A3). Individually, they use an atlas and maps to plot a selection of the identified destinations accurately. They should cover all the types of destination listed in the unit content, giving at least two examples of each type. They should use a key/colour coding system to show clearly the types of destination, e.g. historical town or national park. ● **Group activity:** Learners display their maps and take it in turns to review the maps of others in the group. Encourage learners to peer assess each other's maps, checking for accuracy and developing their knowledge of the tourist destinations in their country. ● **Plenary:** Quiz time. Ask a learner to name a specific destination from their map. Other learners must identify the type of destination. Take it in turns around the group, covering different destination types and locations. ● **Homework:** Learners choose a specific tourist destination in their own country and find a short clip on YouTube that highlights some of the specific features of that destination that would appeal to tourists. Examples will be shown in the next lesson.	
2	**A2:** Heritage and culture	IS	● **Lead-in:** Recap the last session on types of destination. Ask learners to think more specifically about the features of the destinations they explored and why tourists would want to visit them. ● **Tutor-led activity:** Show a selection of YouTube clips, similar to the ones learners researched for their homework	● Access to the internet ● Presentation screen/projector with audio ● Presentation

			(or examples learners have selected). Ask learners to make a list of the different features shown in each clip that would appeal to tourists. Learners should then compare their lists with a partner. ● **Tutor-led presentation:** Discuss the appealing features of tourist destinations. Why would visitors want to come? Cover the unit content in full, e.g. historical features, arts and entertainment venues, sporting events and venues, visitor attractions, shopping, food and drink locations. ● **Group activity:** Prepare a list of popular tourist destinations from your country. In small groups, learners choose a destination at random and work together to prepare a slideshow presentation, outlining specific examples of heritage and cultural attractions (for example, castles and museums, TV and film locations, theatres, special events, shopping centres, speciality restaurants, theme parks). Learners should use the internet or hard copy promotional brochures to carry out their research. Their presentations should include relevant images and a brief description of their findings. ● **Plenary**: Discuss the features that make destinations appealing to visitors. Ask more challenging questions on which features are the most important in attracting the highest number of visitors. ● **Homework:** Learners ask their friends and family which tourist destinations they have visited recently as domestic tourists and the reasons for their visits. Findings to be shared next lesson.	slideshows outlining the appealing features of destinations ● Computers/ tablets/laptops for learners to complete internet research ● Destination guides and brochures for different tourist destinations
3	**A3:** Visitor types and motivations	IS	● **Lead-in:** Test learners with a recap quiz on the appealing heritage and culture features that attract visitors to tourist destinations. Challenge learners to list 15 different attractions and features. ● **Tutor-led activity:** Ask learners to share the results of their homework activity – who visited where and why? For	● Quiz questions/ scenarios on domestic and inbound visitors ● Prepared case study cards

			each example shared, the other learners should complete a spider diagram to capture the different types of visitor and the different tourist motivations presented. ● **Knowledge quiz:** Check learners' knowledge of domestic and inbound tourism (covered in other units) through a quick quiz. This could use technology and mobile phones, e.g. programs like 'Kahoot' or similar. Link this activity to visitor types. ● **Class discussion:** Discuss how the broad range of visitors could be classified into specific categories, beyond 'inbound' and 'domestic' – e.g. business, families, groups, visitors with specific and special needs. Ask learners to consider the main motivations for travel each group might have. Do all learners agree? Encourage some critical debate and a discussion around the advantages and disadvantages of stereotyping. ● **Group activity:** Prepare a series of handouts/cards, each giving a small case study featuring a different visitor type – for example, a family with two small children, a group of college students, the chief executive of a large business, an elderly couple with mobility difficulties. Give each small group a case study card and ask them to consider the main travelling motivations for each visitor type. ● **Plenary:** Consolidate learning from the session. Ask learners to summarise one key idea they learned today. ● **Homework:** Learners find an online or print news article/story featuring a tourist destination in their own country, to bring to the next lesson. The article should highlight the positive, or negative, features of the chosen destination.	● Internet access
4	**A4:** The potential impact of the media	IS	● **Lead-in activity:** Give a brief recap on why different types of tourist visit different destinations. Highlight the link between features and motivations and how these can be matched to ensure tourists choose a destination that	● Presentation on media influence with examples and clips

			meets their needs. ● **Tutor-led presentation:** Lead a discussion on the role of the media in influencing tourists' decisions. Include examples from social media, embedded video clips of TV media, and copies of news articles and topical stories. Also include statistics about tourist numbers for specific case study destinations. ● **Tutor-led discussion:** Encourage learners to discuss whether media coverage is positive, negative or both, and to consider the impact of media coverage on a destination's popularity. Challenge learners to think critically about the longer-term implications of negative media coverage, in terms of resort decline, loss of jobs, economic impact. ● **Group activity:** In small groups, learners share and discuss the news stories they researched for homework. Does the media coverage present the destination favourably or in a negative light? To what extent might each media report have an impact on tourism? ● **Plenary:** Recap the main content on the impact of the media on tourist travel and ask questions to check understanding. ● **Homework:** Learners prepare for a visit to a chosen tourist destination and to a tourist information centre. What questions will they ask visitors or staff at the tourist information centre?	● Presentation screen/audio ● Example news stories
5	Learning aim A	V	● **Visit:** Learners visit a tourist destination, either as a daytrip or an overnight residential visit. Learners explore the destination, noting the features that might appeal to different visitor types. Learners could carry out some primary research, asking visitors about their motivations for travel. If possible, learners should visit a tourist information centre to ask staff about types of tourist who visit, with current statistics.	● Transport ● Risk assessment ● Consent forms ● Learner-prepared questions

6–7	Learning aim A	AW	● **Lead-in:** Encourage learners to select **one** appropriate tourist destination in their own country, on which to base their formative assessment task. They should also be given a visitor type at random, or choose one from a hat. ● **Formative assessment activity:** Learners create a fact sheet which should: o describe the features of their chosen destination o assess how well the features of their destination meet the motivations of their selected visitor type o provide, and justify, recommendations on how their destination could attract more visitors. ● This work aims to prepare learners for the summative assessment task. In the summative task, they will choose four **different** destinations and complete a presentation. It is suggested you allocate 6 hours for learners to complete this task.	● Task sheet ● Visitor type cards ● Computers ● Internet
Learning aim B: Examine how the infrastructure and facilities available in your country meet the needs of tourists				
8	**B1:** Infrastructure, gateways, hubs and transport into and throughout the country	IS	● **Lead-in:** Ask learners: 'Why do you think infrastructure is an important consideration for tourists when planning where to visit?' ● **Tutor-led presentation:** Give a presentation on types of basic infrastructure, covering the key content in the unit specification: water supplies and sanitation, electricity, internet connectivity. Provide relevant examples. ● **Paired activity:** Learners research and identify two destinations in their country that have contrasting levels of basic infrastructure. They prepare a 5-minute presentation to their peers which outlines the differences and the possible impact on tourists and tourism. ● **Q&A:** Discuss why some tourists and travellers would visit a destination with underdeveloped basic infrastructure, for example, for business, to get 'off grid', to have a digital	● Presentation on infrastructure ● Screen/audio ● Computers ● Internet access

			detox. ● **Plenary:** Recap the key content and challenge learners on how their thinking has changed as a result of today's lesson. ● **Homework:** Learners research how many national, regional and local airports there are in their country.	
9	**B1:** Gateways, hubs and transport infrastructure into the throughout the country	IS	● **Lead-in:** Ask learners to discuss: 'what is a travel gateway?' ● **Tutor-led presentation:** Give an overview and lead a discussion on the differences between key travel gateways (international entry points) and other transport hubs, e.g. airports, seaports, main railway termini and interchanges. Ask learners to suggest one example for each type. ● **Group activity:** Divide learners into small groups. Give each group a blank outline map of their home country and an infrastructure category (e.g. major gateways, airports, seaports, railway termini, major coach interchanges). Learners use the internet, maps, apps and other resources to accurately locate a range of examples and plot them on their maps. ● **Group activity:** Each group shares their map to allow other groups to critique and evaluate the accuracy of the findings and to challenge any locations they feel should be changed. ● **Individual activity:** Learners create their own list of gateways, hubs, ports and road and rail services from the displayed maps. They will use this information for their assessment. ● **Plenary:** Consolidate learning with discussion and a Q&A session to check understanding. ● **Homework:** Learners prepare a list of questions for the guest speaker visit next lesson.	● Presentation on gateways and hubs ● Computers ● Internet ● Maps and atlases ● Blank outline maps
10	**B1:** Infrastructure,	GS	● **Lead-in:** Introduce the guest speaker – a staff member	● Guest speaker

	gateways, hubs and transport into and throughout the country		from a tourist information office, a tour guide or a travel agent/tour operator dealing with domestic travel. ● **Guest speaker presentation:** The invited speaker discusses and outlines the importance of costings when preparing travel itineraries. They provide examples of tools used to obtain costings relating to both public and private transport. They also give tips on how to save money and how to apply discounts and supplements. ● **Class discussion:** Learners ask the speaker their prepared questions, to help them create their itineraries for incoming and domestic tourists. ● **Plenary:** Lead a Q&A session to check understanding on how to cost travel between different points.	● Learners' pre-prepared questions ● Examples of costing templates used in industry
11	**B1:** Infrastructure, gateways, hubs and transport into and throughout the country	IS	● **Lead-in:** Recap the last session, with discussion. ● **Tutor-led activity:** Give learners a range of scenarios which need costing. Learners work in small groups or pairs to research and calculate the cost of travel between different given destinations. They present costing options for different methods of travel where appropriate, for example, air, road, rail and sea. Learners compare their results. ● **Class discussion:** Ask: Why would some tourists prefer to pay for a more expensive mode of transport? What is more important to different visitor types – cost or convenience? ● **Plenary:** Recap the different resources learners used in their group activity to find accurate travel costs. Were some easier to use and more reliable than others? ● **Homework:** Learners prepare a list of questions for accommodation staff, to ask during the visit next lesson.	● Pre-prepared travel scenarios ● Computers ● Internet access
12	**B2:** Accommodation	V	● **Visit:** Visit a range of accommodation types, if possible – e.g. deluxe hotel, small guest house, youth hostel, private home (e.g. AirBnB). Learners compare and contrast the services and facilities available, any rating or grading	● Transport ● Risk assessment

			schemes, and any online reviews. If possible, arrange an interview with an accommodation manager so learners can ask questions about visitor types and their motivations for booking that type of accommodation. ● If visits are not possible, learners could complete 'remote visits' online, using virtual tours and analysis of websites and review sites.	
13	**B2:** Accommodation	IS	● **Lead-in:** Ask: 'what did you learn about how accommodation options help to meet the needs of tourists?' ● **Paired activity:** Give learners a range of scenarios that present different types of tourists with a range of different needs, e.g. o travellers on a budget o travellers who need wheelchair accessible rooms o a large group o business clients needing conference facilities and a business centre o a couple on a romantic break, etc. Learners work in pairs to research a suitable accommodation option (in a given destination) that fully meets the needs of the travellers in each scenario. They prepare a clear summary of their choices and a brief rationale about how they meet the visitor needs. ● **Tutor-led presentation:** Present an overview of the different grading schemes used by public and private accommodation providers, including those used by online booking and review sites, e.g. Expedia, Hotels.com, Trivago. ● **Class discussion:** Ask learners to consider the effectiveness of the different grading systems in influencing tourist behaviour and choices. Encourage a critical debate considering advantages and disadvantages.	● Pre-prepared tourist scenarios ● Computers ● Internet access ● Presentation on grading systems

			● **Plenary:** Recap the key learning content and check learner understanding of the main features and benefits of different accommodation providers. ● **Homework:** Watch a range of 'Inside Hotels' videos from the 'Luxury Travel Expert' YouTube channel to explore the facilities at some of the world's top hotels.	
14	**B3:** Ancillary services	IS	● **Lead-in:** Assess what learners already know by asking what ancillary services are. Ask learners to create a list of specific examples they can think of. ● **Tutor-led presentation:** Give an overview of the main types of ancillary service that tourists use. Cover the key learning content in the unit specification. ● **Individual activity:** Give each learner a category or type of ancillary service and ask them to research an example in a given tourist destination, e.g. taxi transfers, event booking, cinema tickets, city tour guides. Learners should share their results with the whole group. ● **Plenary:** Learners explain (in writing or verbally) how ancillary services help to meet tourists' needs and motivations when visiting a destination. ● **Homework:** Learners explore the World Federation of Tourist Guide Associations to find further types of tour guide, the main roles and responsibilities of a tour guide, and the qualifications required to be a guide. They should be prepared to share their findings next lesson.	● Presentation on ancillary services ● Computers ● Internet access ● Website link for the World Federation of Tourist Guide Associations
15–16	Learning aim B	AW	• **Lead-in:** Discuss the homework activity on tour guides. What did learners find out about the role and responsibilities of different guides and the qualifications required? • **Formative assessment activity:** Encourage learners to select **one** appropriate tourist destination in their own country, on which to base their formative assessment task. They should also be given a visitor type at random or choose one from a hat. Learners create a fact sheet which	• Task sheet • Visitor type cards • Computers • Internet

			should: o assess how well the infrastructure, transport, facilities and media coverage in their chosen destination helps to attract tourists and develop tourism o provide, and justify, recommendations on how their destination could improve its infrastructure and facilities to attract more visitors. • This activity aims to prepare learners for the summative assessment task. In the summative task, they will choose four **different** destinations and complete a presentation. It is suggested you allocate 6 hours for learners to complete this task.	
17–19	Assignment 1	AW	• **Summative assessment activity:** Allow time for learners to complete their first assignment, which covers learning aims A and B. Individually, learners create a presentation with accompanying speaker notes. The presentation should: o include **four** destination types o examine the infrastructure and facilities to support tourism in **two** of these destinations o consider how media reports can affect tourism o include justified recommendations on how infrastructure, facilities development and media coverage could be used to attract more visitors to travel to and within their own country.	• Assignment brief 1 • Computers • Internet
Learning aim C: Create itineraries for inbound and domestic tourists within a budget				
20	**C1:** Pre-arranged packages and costings **C2:** Customised packages	IS	● **Lead-in:** Assess what learners already know about travel itineraries, e.g. what they are used for, what is included, their main purpose. Have any learners been on a multi-destination trip with a detailed itinerary? How useful was the itinerary? ● **Tutor-led presentation:** Outline the differences between a pre-arranged package and a customised package. Cover	● Presentation on types of holiday package ● Pre-prepared customer profiles ● Internet access

			the main content from the unit specification. Highlight the optional extras that can be added to a pre-arranged package but make it clear this does not offer the full flexibility of customised options. ● **Paired activity:** In pairs, learners research examples of pre-arranged packages to given destinations. Prepare a range of customer profiles for learners to work with, ensuring each pair considers at least one inbound traveller and one domestic traveller. ● **Plenary:** Learners work with a partner to explain the main differences between a pre-arranged package holiday and a customised package. They check each other's understanding and identify advantages and disadvantages of each type of package. ● **Homework:** Learners ask friends and family for examples of holiday itineraries they may have used on previous holidays, and/or find an example online from a travel company or tour operator.	
21	Learning aim C	GS or V	● **Guest speaker:** Arrange a guest speaker to inform learners about trends and current employment practices in relation to package holidays – e.g. design, creation, costings and documentation. A travel agent or travel consultant would be ideal. If possible, they should share examples of customer contact records and customised itineraries. ● If a guest speaker cannot visit learners in person, they could give an online presentation via Skype/Google Hangouts or similar. ● Alternatively, learners could visit a local travel agency which deals with domestic and inbound travel, and speak to the staff there.	● Guest speaker or visit
22	**C1:** Pre-arranged packages and	IS	● **Lead-in:** Ask learners to share the example holiday itineraries they researched for homework. Learners should explain if the itineraries are customised or pre-arranged	● Presentation on holiday costings

	costings **C2:** Customised packages		and share the main features and transport options. ● **Tutor-led presentation:** Explain to learners how holiday packages are costed. Cover all the content outlined in the unit specification, including calculation of currency exchange rates and group discounts. ● **Paired activity:** Learners create a customer profile for a traveller who wishes to book a customised holiday package. They consider all the needs of their chosen traveller – visitor type, budget, special needs, etc. They create a written profile card to swap with another pair. Learners should cover both inbound and domestic tourists. ● **Paired activity:** Learners now take the role of a travel consultant or agent and use the internet and/or holiday brochures to plan a customised package to meet all the needs and motivations described in their customer profile. They keep a record of all their findings, based on a tourist destination in their own country; they will need these findings in the next lesson. ● **Knowledge quiz:** Conclude the session with a quick knowledge quiz, where learners must accurately calculate currency conversions from different worldwide currencies into their local currency. They can use the internet or mobile apps to help them, for example, 'Currency App'.	● Computers ● Internet access ● Mobile apps for currency conversions
23	**C3:** Documentation	IS	● **Lead-in:** Ask learners to start thinking about all of the specific details to be included in a written holiday itinerary, to ensure travellers have everything they need for a safe and successful holiday. ● **Tutor-led discussion:** Clarify with learners the minimum information needed in a holiday itinerary for a multi-destination trip (as outlined in the unit content). Encourage learners to think critically about the implications of not having all the information required – what could go wrong? Share examples of good and bad itineraries; many travel companies have detailed examples on their websites.	● Examples of detailed and brief travel itineraries ● Computers ● Internet access

			● **Formative assessment activity:** Learners use the information they researched in the last lesson to create a detailed travel itinerary. They consider the format and layout and include timings, routes, maps, contact details, accommodation arrangements and ancillary services. Itineraries should be professional, clear and informative. ● **Individual activity:** Learners draft an email that explains their choice of itinerary to the customer: how has it met their needs and motivations? The email should be well written and professional. ● **Plenary:** Ask learners to consider how their itineraries could be adapted to meet the needs of another visitor with different needs and motivations. Learners could share their itineraries with a partner. They should try to suggest at least one amendment to their partner.	
24–25	Assignment 2	AW	● **Summative assessment activity:** Give learners time to complete their second assignment, which covers learning aim C. Learners need to: o produce **two** comprehensive itineraries for different visitors (one domestic and one inbound), that include visits to at least **four** destinations in their own country. You should provide detailed pen portraits of the two different types of visitor learners need to plan for, including their budget per person. o provide a rationale for their choices o justify how **one** of the itineraries could be amended to meet the needs of a different type of visitor with a different budget o ensure their itineraries are precise and detailed, including a comprehensive cost breakdown o communicate their itineraries in a professional way via email.	● Assignment brief 2 ● Computers ● Internet access
Learning aim D: Investigate the impacts of inbound and domestic tourism on the economy of your country				

26	**D1:** Positive economic impacts	IS	● **Lead-in:** Ask learners to think about a holiday or trip they have been on recently. Have they ever thought about the impact of their travel – both good and bad? ● **Tutor-led presentation:** Give learners information about the possible positive and negative impacts of inbound and domestic tourism on a country's economy. Cover all the content outlined in the unit specification. Provide some relevant examples, including statistics where possible. ● **Class discussion:** Divide the class into two and encourage them to prepare a debate. Take the role of a government tourism official who is considering promoting an increase in tourism in an area of natural beauty. The boost will bring much-needed jobs to the area but may have a negative impact on the environment. One group supports the positive impacts of tourism. The second group is concerned about the negative impacts. The groups should prepare to contribute to the debate in an attempt to present the more convincing case. ● **Paired activity:** In pairs, learners research relevant tourism statistics in relation to a specific destination in their own country. They prepare to present their findings to the rest of the group, identifying any key trends. They should choose statistics that are valid and reliable. ● **Plenary:** Discuss the reliability of different statistics to illustrate both the positive and negative impacts of tourism for different stakeholders.	● Presentation on impacts of tourism ● Computers ● Internet access ● Tourism statistics websites/reports
27	**D2:** Negative economic impacts	IS	● **Lead-in:** Ask learners to think about tourism-related employment. Ask: Is all employment 'good' employment? ● **Tutor-led discussion:** Discuss different types of employment (e.g. seasonal, low-paid, antisocial	● Computers ● Internet access ● Trade journals

			hours) and encourage learners to critically debate the impact of these types of jobs on a destination and the dependency they can lead to. Explain the concept of 'economic leakage' and provide a relevant example. ● **Group activity:** Learners engage in small group discussions on the possible negative economic and environmental impacts of tourism. Each group then focuses on a specific environmental aspect, e.g. pollution (water, air or visual), habitat destruction, litter, graffiti, erosion of footpaths or lakeshores, deforestation. Using journals, trade publications and the internet, each group finds an example from their home country of a destination which has experienced negative impacts. They then prepare a brief (five-minute) presentation to share with the group. ● **Plenary:** Ask questions to check learners' understanding of negative impacts and 'economic leakage'. ● **Homework:** Learners carry out research on social media to find a related media post about the negative impacts of tourism in their chosen case study destination.	
28	**D1:** Positive economic impacts **D2:** Negative economic impacts	V / GS	● **Visit:** Learners visit a tourist destination to explore the positive and negative impacts of tourism first-hand. Ideally, they will interview tourism managers and local people, to find out about the impacts of tourism on their local area. They should investigate what actions have been taken to try to reduce the negative impacts and increase the positive impacts. They should also try to collect related statistics during the visit. ● If a visit is not possible, learners could carry out a 'virtual visit' using the internet and online statistics as	● Visit ● Travel ● Risk assessment ● Consent forms (for interviews) ● Pre-prepared questions

			a case study.	
29–30	Assignment 3	AW	● **Summative assessment activity:** Give learners time to complete their third assignment, which covers learning aim D. This assignment lends itself to a written report. Learners should be guided to select **two** appropriate and contrasting tourist destination types in their own country (these can be the same as the ones chosen for learning aims A and B). They should be able to access valid and reliable statistics for their chosen destinations, and for the country as a whole. Learners should evaluate the negative economic impacts of tourism in addition to the positive benefits that tourism can bring to both destinations. They should use statistics and other additional evidence to support their evaluation.	Assignment brief 3

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.